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ABSTRACT

This theme issue of "California School Boards," October/November 1983, identifies some of the business-education partnerships in California. After an introduction with an overview of the reasons behind the increased interest in business-education partnerships, are articles on the following: (1) educational reform recommendations by the California Roundtable and the Carnegie Foundation; (2) the Industry Education Council of California (IECC) with a matrix illustrating the scope and location of state IECC and local IEC business-education partnerships; (3) the regional School-Based Community Education Center in Butte County; (4) the Chevron Company's three projects aimed at aiding California's public educational institutions; (5) the California Educational Initiatives Fund (CEIF); (6) the involvement of Security Pacific Bank in California educational programs; (7) the partnership between the Los Angeles Unified School District and the Los Angeles Area Chamber of Commerce Education Committee; (8) the Institute of Computer Technology (ICT), a business-supported educational institution; and (9) the Clovis Unified School District's program to help businesses learn how to use their computers. (JW)

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Business Education Partnerships

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CONTENTS

california school boards

OFFICIAL JOURNAL OF THE CALIFORNIA SCHOOL BOARDS ASSOCIATION
Volume 42, No. 7 October/November 1983

Special Issue on Business-Education Partnerships

Jan Parrott	5	Introduction — Why Now?
	6	Industry Focuses On Education Reform *Roundtable and Carnegie Reports*
Hank Weiss	9	IECC *Umbrella For Partnerships*
Jerry Allred	12	Butte County Connection *New Northern California Center*
Teri Buchanan	17	Chevron and the Schools *Three Projects*
Caroline Boitano	18	CEIF *A Collaborative Approach*
Gayle Jasso	22	Security Pacific Bank *A Corporate Resource*
Gerald Foster	27	Los Angeles Chamber Fosters Partnerships *Goal Is To Improve Quality of Life*
Kenneth Butler	30	ICT *Industry Support For High Tech Curriculum*
Richard Smith	32	Clovis Schools Help Business *Employers Benefit From Computer Ed Program*

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"Today about 50% of the people are handling information, not goods. By 1985 that figure will be 65%. By 2000, 90% of the workforce will be involved in information processing."

Dr. C. Jackson Grayson
Chairman, American Productivity Center
National Alliance of Business Conference, 1982

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Introduction — Why now?

Business-education partnerships are one of the hottest topics in education circles these days.[1].

Why is business more interested in public education now than ever? The traditional business perspective is that good schools are good business. They provide a well-trained labor force and enhance the quality of community life. Schools also represent a substantial investment in business taxes. Further, there is public relations value in business working with public schools.

But good schools have always been good business. Why is business interest more intense than before? The reasons go deep. Education has been viewed as a major force in sustaining and enhancing economic growth in the U.S. But future economic growth will require a different kind of worker. Technological change and global competition will require that U.S. students be educated beyond the basics, that they develop more than a minimum competence in reading, writing, and arithmetic. Our future economy will require workers who have higher reasoning skills, advanced knowledge of science and mathematics: They will process information, not assemble parts.[2]

Labor force changes with industry. Forty years ago 30% of our labor force was in agriculture; today the proportion is 5%. Today 30% of our workers are in manufacturing; in the year 2000 — less than 20 years from now — only 7% will be in blue collar jobs.[3] One reason for the decline in manufacturing is the availability of cheap mass-production workers in less developed countries. U.S. products cannot compete in the global marketplace if they are made by high-priced labor. Robotics may be part of the answer, as mechanization of farming was the answer 40 years ago. Robots can replace welders and computer design technology is already replacing the need for draftsmen — so even skilled occupations are not immune from "science creep."

Producing a new labor force with different, higher skills will not be easy. It is also not going to be cheap: technical training is expensive, whether it is done by private industry or public education. Not only is the new (and oft changing) equipment cost prohibitive, but teacher retraining will require megabucks as well. Often teachers are not comfortable with a new teaching method and lagging educational software has given them little reason for confidence in technology.

Further, although students will need advanced science and mathematics courses in high school if they are to become science or engineering majors in college, where will they find the teachers? The lack of teachers expert in these fields is pandemic. There has been an 80% reduction in new-hires in math and science since 1971; in 1981, more than half of those teaching these courses were unqualified.[4] Training and retaining such teachers will cost additional dollars.

Public schools, long asked — and perhaps wanting — to answer society's major problems, will be called upon to produce new graduates who can take jobs in technical industries or go on to become the mathematicians and scientists we need. Educators know that just as it is true that a strong public school system will contribute to making the nation strong, so a strong nation will contribute to strengthening the public school system.

Thus, from even a pragmatic standpoint in these times of declining resources and increasing demands, both educators and businessmen recognize that they can use all the help they can get. The alliance between business/industry and education is a natural one based on gearing up for survival, survival of students, business, public education — and society. Through creative partnerships with business/industry, schools can improve their programs and enhance their students' potential to meet their own and the nation's economic imperative.

This issue of the Journal identifies some of the business-education partnerships in California, part of the national trend reflected in commission reports and congressional measures. School boards and their superintendents can use the resources provided in this issue to explore the viability of such partnerships and actively seek to improve communication and mutual help between the business and education communities. — Jan Parrott

[1] "Paragraphs," National School Public Relations Association, March 1983 page 4.

[2] "Action For Excellence," report of the National Task Force on Education for Economic Growth, Education Commission of the States, June 1983, page 2-3.

[3] "Public Education and Industrial Policy," National School Boards Association, page 15.

[4] *Ibid*, page 23.

Industry Focuses On Education Reform

Roundtable and Carnegie Reports

Roundtable Recommends Coalition

The California Roundtable is an organization of the chief executive officers of 88 major companies in the state. Its purpose is threefold:

- To encourage chief executive officers to look beyond the boundaries of their own industry and self-interest, and to aid in the support of basic principles important to preserving the free enterprise system in California.
- To maintain, and where appropriate, establish new business performance standards and self-discipline which will assure business practices which win public confidence and credibility.
- To encourage and aid established organizations in stimulating and implementing corporate programs responsive to regulatory, legislative and emerging issues.

As corporate citizens, the California Roundtable members believe people in business must develop, document and assert their positions on important issues in order to provide balance to public policy making.

Education — A Priority Issue

Education was identified over three years ago by the California Roundtable's emerging issues committee as a priority issue. Concerns included the following:

- The persistent unemployment problem, particularly among minority youth in urban centers.
- The difficulty companies have in locating qualified entry-level employees.
- An increasingly technical job market, requiring employees who have mastered the basics in high school and are therefore trainable. Nearly 40 percent of all jobs in California are technically based today, and it has been estimated that the figure will increase to 50 percent by 1990.

Roundtable Recommendations

The Roundtable's concern about whether or not students are being adequately prepared for college and work led to a comprehensive, independent research study, commissioned by the Roundtable to determine the current level of student performance and ascertain areas where improvement is needed and support can be provided.

The recommendations resulting from this study are as follows: *Establish a coalition* of business leaders, educators, legislators, parents, and community leaders; this coalition will work toward improving student performance in California by raising educational standards, upgrading technical education, increasing community involvement and support, and encouraging legislative reform.

Raising Educational Standards

- Inform and involve public in standards issue.
- Establish list of business expectations for entry-level employees.

Upgrading Technical Education

- Join with post-secondary institutions to help meet technical education crisis.
- Provide short-term assistance, such as release-time for employees to teach, loan of equipment to schools.
- Establish programs to help recruit and retain high quality math/science teachers.
- Support programs to upgrade high quality instruction in technical education.

Increasing Community Involvement and Support

- Conduct public information campaigns.
- Lend employees and management experts to schools.
- Establish a statewide network of local business-education coalitions.

Encouraging Legislative Reform

The California Roundtable was actively involved in helping to pass a major education reform act, SB 813, and is continuing to support and encourage additional legislation designed to raise standards and strengthen the teaching profession. ■

Source: *Improving Student Performance In California: A Guide to Community Involvement*, California Roundtable, San Francisco.

Carnegie Funds Study

The Carnegie Foundation has called for a major restructuring of U.S. high schools, with emphasis on English and writing.

"Writing is the most important and most neglected skill in school. It is through clear writing that clear thinking can be developed," said the report's author, Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching.

The Princeton, N.J., foundation spent three years and nearly $1 million on its study, with support from the Atlantic Richfield Foundation and the Carnegie Corp. It convened a panel of education experts and prominent citizens and sent other teams of educators into 15 high schools for four-week visits.

The study delivered a far less dire judgment on the quality of American schools than that reached last April by the National Commission on Excellence in Education.

The Commission warned in its report, "A Nation at Risk," that "a rising tide of mediocrity" in the schools "threatens our very future as a nation."

But Boyer, who was U.S. commissioner of education from 1977 to 1979, told a news conference, "We conclude that the conditions in the schools are mixed, that there are A's as well as F's, that, in fact, there's been a rising tide toward school improvement.

"Our best secondary schools in America are the best in the world," he declared.

The Carnegie report estimated that 10 to 15 percent of the more than 13 million public high school students attending 16,000 public high schools get an outstanding education. At the opposite extreme, the schools are an academic failure for 20 to 30 percent who "mark time or drop out."

The report said most schools are somewhere in between, "surviving but not thriving." It emphasized: "A report card on public education is a report card on the nation. Schools can rise no higher than the communities that support them."

The Atlantic Richfield Foundation has awarded the Carnegie Foundation a $1.8 million grant to help implement some of the reforms recommended.

Several grants of $1,000 will be made to principals who want to study ways to upgrade their schools. Larger grants of between $35,000 and $100,000 will be awarded to schools to implement some of the report's specific reforms. The grants will be administered by the National Association of Secondary School Principals. ■

Sources: Associated Press, Los Angeles Times, SELL

Key Recommendations

Here are the key recommendations of the Carnegie report:

• **Courses** — Dismantle the current system that shunts students into academic, vocational or general tracks. Instead, there would be a mandatory, core curriculum for all students, which would include 3½ years of history and studies of other cultures, two years of foreign language and three years of literature, writing and arts, as well as two years each of math and science.

• **Service** — All students be required to perform 120 hours of community service during their high school years.

• **Tests** — Replace the Scholastic Aptitude Test with a new "Student Achievement and Advisement Test" that would measure what students learn in the core curriculum and help them make more intelligent decisions about college and career choices.

Give students an English proficiency test before they enter high school.

• **Scholarships** — Establish federal scholarships for a new National Teacher Service of students in the top third of their classes who agree to teach for at least three years.

• **Teachers** — Make it easier for highly qualified "non-academic" professionals to teach math, science and other subjects part time.

Raise average teachers' salaries by at least 25 percent plus inflation over three years.

Assign writing instructors no more than two classes of 20 students each.

Free teachers from such menial chores as monitoring halls and lunchrooms.

• **Principals** — Give principals and their staffs "far more autonomy," including the right to hire teachers.

—Associated Press

IECC

Umbrella For Partnerships

HANK WEISS
Executive Vice President
Industry Education Council of California

There is a great deal of interest in expanding industry/education partnerships. With school resources generally limited, schools are finding that the recruiting of resources from business and industry is more imperative than ever. Although business resources were once thought of as focused primarily on vocational education, business, industry and education have gained a better understanding of the total process. Because of this improved understanding, some elements of the private sector are now ready to work with K-12 schools to broaden student opportunity.

Here in California, the expansion of business/education partnerships has been facilitated through the Industry Education Council of California (IECC). With representatives from more than 1200 companies, 600 educators, and 100 representatives from human resource related agencies, the IECC collaborative has been building the partnership process at the K-12 levels.

Diverse Opportunities

Business/industry, educators and agencies need to learn how to work together. That learning is best accomplished through activities that provide a first-phase "experience base." With more than 6000 different types of businesses in California, there's a need to pursue programs that generate successful experience models, and to have diversified opportunities for business and schools to form partnerships.

Not all companies, not all school systems or schools or agencies are interested in the same kind of educational concerns. Industries in manufacturing have concerns that differ from those of businesses in retailing and services. Schools in urban cores have unique needs as do schools in rural environments. Marrying the diverse interests of business to similarly diverse interests and needs of education is a critical role. That's what IECC does.

To meet this diversity of interests and needs, IECC has established more than 36 different programs. Each delivers something tangible: for example, an improved math/science/technology/computer magnet program; a business/education magnet program; or assistance for elementary basic studies in math, science, art or social science.

Learning By Doing

IECC programs have a dual purpose. First, they give schools, industries and agencies a successful experience base on how to work together. The effort produces a definite product — an adopt-a-school program, a better math/science curriculum, or an improved basic education skills curriculum. In addition, once this business/education experience base has been achieved, a second product is generated. That product is the partnership process. The partnership process for a particular program can be transferred to other programs. IECC contends that business, industry, schools, and agencies learn how to work together by working together: cooperative rhetoric isn't enough.

IECC has 27 affiliated councils, from Lassen to San Diego counties. Each council has programs of its own and shares program efforts with other councils and the State IECC. State IECC serves as an umbrella agency which "brokers" corporations, agencies, and education interests into functional partnerships. These partnerships deliver both a program and a replicable process for extending the partnership.

The IECC matrix on pages 10-11 illustrates the scope and locations of these partnerships. Anyone interested in learning more about the IECC partnerships — product and process — is invited to write IECC, 1575 Old Bayshore Highway, Suite 106, Burlingame, CA 94010. ■

STATE IECC AND LOCAL IEC
BUSINESS/EDUCATION PARTNERSHIPS

PROJECTS / IEC'S	Alameda County	Contra Costa County	East Contra Costa County	Fairfield-Suisun-Benecia	Foothill	Fresno	Glendale/ La Canada	Greater San Diego	Kings-Tulare	Lassen	Long Beach	Monterey County	Orange County	Sacramento Metropolitan	San Bernardino/ Riverside	San Fernando Valley	San Gabriel Valley	San Mateo County	Santa Anita	Santa Barbara	Santa Clara County	Santa Cruz	South Bay-Harbor	Southeast	Stanislaus County	Ventura County
EDUCATION/BUSINESS EXCHANGES																										
• "Adopt-A-School" Programs			x					x			x						x				x		x			
• Business Mentor Program															x											
• Business Role Models in Classroom		x	x															x			x		x			
• Business Tours of Educational Programs						x							x		x											
• Career Guidance Institutes					x								x	x						x						
• Educator Tours of Business		x		x	x													x		x	x		x		x	
• Loaned Business Personnel																		x								
• "Shadowing" Programs in Business/Industry													x													x
• Speaker's Bureau	x							x							x	x		x					x			
• Teacher Internships in Industry	x																			x						
• Youth Motivation Task Force																					x					x
COMMUNITY RESOURCE MATERIALS																										
• Community Resource Directory		x			x										x		x	x								
• Computerized Job Information				x							x	x														
• Entry-Level Job Handbook/ Employer Profile Notebook					x												x									
• Labor Market Survey	x	x								x	x				x			x			x					
• Videotapes of Jobs		x																								
CAREER ED/ECONOMIC EDUCATION MATERIALS																										
• Economic Literacy & Career Awareness Project (ELCA)											x															
• Elementary School Printing							x																			

* STATE PROGRAM	IEC'S	Alameda County	Contra Costa County	East Contra Costa County	Fairfield-Suisun-Benecia	Foothill	Fresno	Glendale/La Canada	Greater San Diego	Kings-Tulare	Lassen	Long Beach	Monterey County	Orange County	Sacramento Metropolitan	San Bernardino/Riverside	San Fernando Valley	San Gabriel Valley	San Mateo County	Santa Anita	Santa Barbara	Santa Clara County	Santa Cruz	South Bay-Harbor	Southeast	Stanislaus County	Ventura County
Learning Kit			x									x			x	x			x		x						
•• "Reality Land"					x																					x	
CURRICULUM/INSTRUCTION PROJECTS																											
•• Alternative Energy Technician Training											x																
• Computerized Instruction & Training															x							x					
•• Magnet Learning Centers												x							x			x					
•• Matching Education to Local Economic Development			x													x			x			x				x	
•• Math/Science/Computer Task Force												x		x					x		x	x					x
•• Mobile Computer Van												x										x					
•• Office Support Personnel Task Force	x				x														x		x	x					x
•• Urban High School Reorganization																						x					
AWARDS/SCHOLARSHIP/TUITION																											
• Awards for Exemplary Programs						x		x	x	x				x		x		x		x	x			x			
JOB READINESS/JOB PLACEMENT																											
•• Career Passport			x				x									x			x		x	x				x	
•• Cross Agency Business/Labor Coordination in Education, Training & Placement of Handicapped (CAP)			x	x																							
•• Job Placement Programs for Disadvantaged Youth		x					x					x		x		x			x			x				x	
•• Job Skills Workshops			x				x									x			x			x				x	
•• Mobilizing Industry for Youth (MIY)		x																				x					
•• Job Placement for Youth			x													x			x								

Butte County Connection

New Northern California Center

Dr. JERRY ALLRED, Director
Northern California Center for Community Education

School partnership with the private sector is becoming a popular trend. And, for good reasons. Schools are reaping benefits from an upsurge in private interest and involvement in public education. Businesses, industries, government offices, agencies, community organizations and individuals are joining with schools to work together for the benefit of students. The private sector partners are actively involved in developing community schools, giving students career guidance, forming target task forces, volunteering expertise and equipment — all part of a larger process that connects private leadership, resources, and people to the students in public schools.

How successful these partnerships are — or whether they can exist at all in urban and rural schools — may depend largely on the foresight and leadership of boards of education, those master links between the public schools and the private sectors they serve. And, as is often true, county and district boards of education are the behind-the-scenes partners, whose policies and activities may attract little attention but have a profound influence on the systems they govern.

Such has been the case in Butte County this year. Members of the County Board of Education have united their efforts to encourage public support for public schools. Responding to the board's unanimous direction, County Superintendent of Schools Duane Powers began in the early months of the year to find ways to meet a top priority: increased private participation in school activities that will result in building confidence in and positive attitudes about public education in Butte County.

But, how to begin the enormous task of connecting and reconnecting private partners with the schools? Such an endeavor demands a good deal of groundwork, careful preparation, and some help. Responsive to their leadership roles, board members contributed ideas, made community contacts, and used their influence in the search for ways to accomplish their goal. They did not have to look far. Two major California organizations have been hard at work for well over a decade in the southern and central parts of the State, putting together school partnerships with an array of corporations, businesses, communities, organizations, and public and private agencies to benefit California students and to enhance public education through private involvement.

Organizations Promote Partnerships

The Industry Education Council of California, a private, non-profit organization, and the California State Department of Education's School-Based Community Education Program coordinate separate networks of national, state, regional, and local partners whose purposes are similar to those set by the Butte County Board. Each organization provides the processes by which the private sector can link with public education; each provides programs and products of sufficient variety to match private people and resources with the needs of county schools offices, school districts, and the teachers and students in classrooms.

Many school boards are well aware of the excellent educational assistance offered by these organizations. Their districts have had successful partnerships and programs in place for years. Others, especially boards in outlying rural areas, still may not know they exist.

The Butte County Board found both organizations not only ready and willing to give their assistance, but especially interested in expanding their services to the schools in the northern part of the State. Now it was a matter of matching board

commitment and county schools resources to these new opportunities. And, it was a matter of timing.

Early in 1983, county superintendents of schools' offices received from the State Department of Education a request for funds to establish a new regional School-Based Community Education Center that would provide services to a 22-county northern region. In Butte County's proposal, the board and superintendent committed the facilities and resources of its existing 28-county Northern California Center for Educational Improvement and partial support to a full-time director for the new center.

Butte's matching of state and county resources won the grant award from the State Department of Education. This Northern Center in Butte County and a second new regional center in Fresno joined the existing network of five successfully operating Community Education Centers located in San Diego, Los Angeles, Santa Barbara, Santa Clara, and Alameda. Coordinated from within the State Department of Education, these five regional centers extended their assistance to the new centers, helping establish the processes and programs which create the school-community partnerships that are building public support for schools.

Meanwhile, board members directed that the county schools' Instructional Services Department make inquiry into the Industry Education Council of California. The Council is an extensive association of leaders of industry, business, education, labor, and government, whose purpose is to improve education, especially by assisting career preparation and the school-to-work transition of students in California schools. From its central offices in Burlingame, the Industry Education Council coordinates the activities of 27 local and regional councils. These councils, whose members come from all walks of business and community life, match specific school and community needs to the organization's pool of people, resources, and programs — all aimed at forming partnerships between its private members and the public schools.

As might be expected, the Council was eager to establish its first regional council north of Sacramento. Six months earlier, the Council had provided information seminars in some north state locations. Now the Butte County Board and Superintendent were reciprocating with their interest in and commitment to sponsoring the formation of the Industry Education Council in Butte County.

New Partners in a New Center

The question now facing the board and superintendent's office was how to create the most effective operation of these two different service systems in local and regional schools. Could these two organizations — one private, the other public — so similar in concept and intent be housed together in one center? Could each maintain its unique identity and processes while working toward a common purpose?

An analysis revealed how each network complemented the other, even to the sponsoring of some of the same programs, and that they could be most compatible, if willing to risk becoming partners. They were. The result is a new relationship between the private Industry Education Council and the public School-Based Community Education Program, a macrocosm of the partnerships each fosters between the private sector and the public schools. At the Northern California Center for Community Education, the resources of each statewide organization are combined to serve local and regional schools. The community education center is forming an advisory council representative of the northern counties, and a Butte County Industry Education Council is also being formed.

Making Partnerships Work

This larger private-public partnership has been able to maintain its equilibrium by balancing those elements essential to any successful partnership, including those being formed between schools and their communities:

- Each partner contributes unique and substantial resources.
- Each expects to benefit and thus has a stake in the success of the partnership.
- The identities of the partners are tied to the success of the partnership.

Such partnerships are creative endeavors. They raise a community consciousness that makes public education everybody's business. They share private and public leadership, community visions, expertise, and expectations. They discover new options and opportunities to leverage available resources. They build a new trust and respect for the ideals and goals of each partner and the efforts being made to reach them. And, they rebuild public confidence in and support for public schools.

The Benefits of Partnerships

The Butte County Board has been pleased at the

San Diego County's Adopt-A-School Program, which pairs schools and businesses in mutually beneficial partnerships, has been cited by President Reagan as a national model in the partnership effort.

Representatives from San Diego's education and business communitites traveled to Washington D.C. for the President's October 13 declaration that this school year was the "Year of Partnerships." The Administration has developed an action plan to involve selected Federal agencies and businesses and communities across the country in a broad-based national effort to encourage business-education partnerships.

San Diego's Adopt-A-School Program was also the subject of a recent segment of ABC's "Good Morning America." Film crews visited five San Diego sites to film this segment, which was aired October 24.

The State Board of Education has honored San Diego's involvement programs: State Board President Hugh Friedman recently presented the county's Center for Community Education an award of excellence for its partnership and community education programs.

A few examples of San Diego's Adopt-A-School Program are as follows:

- San Diego USD and General Dynamics: career education.
- Poway USD and Hewlett Packard: high tech programs and equipment.
- Sweetwater UHSD and the U.S. Navy: three ships adopted one school each to provide education in various careers and a "pen pals" program.
- Cajon Valley USD and Cajon Valley Hospital: hospital careers.

For more information about school-business partnerships in San Diego County, contact Dr. Carol Pugmire, Director, Communications Unit, San Diego County Office of Education, (619)292-3710. ■

enthusiasm expressed by the offices of county and district superintendents for forming partnership activities with what have proven to be willing businesses, organizations, and individuals. Aligning these private i[illegible]s with the needs of public education requ[illegible]orough preparation and sensitive understand[illegible]t the benefits to both partners are many:

- The wealth of private involvement — people, direction, resources, and influence — improves the quality of public schools, and in doing so improves the quality of the community at large.
- The personal and professional images of private individuals, businesses, and organizations are enhanced through their efforts to assist students, making contributions of time and talent that build positive attitudes toward schools.
- Private investments educate tomorrow's leaders, employees, and customers.
- Business-education interchanges create mutual understanding of and responsiveness to the people and operations of schools and, in turn, of the civic and business world.
- Private community and business people are enriched by their experiences in educating young learners.

Working Partnership Programs

Since the Northern California Center's establishment in March of this year, the Butte County Board has continued its involvement, giving direction to and requesting reports on the center's activities. In order to develop partnerships that would most directly involve the private sector and have immediate impact on the students, teachers, and administrators of schools, the center initially targeted five of the many partnership programs provided by its sponsoring organizations, School-Based Community Education and the Industry Education Council. Each specific program is the result of a larger private-public process that relies on concerted partnership efforts:

- *Adopt-a-School.* California programs that are offshoots of this national program have won nationwide recognition, largely due to the success of the San Diego County Schools offices, which have this year arranged more than 90 adoptions of public schools by businesses, industries, organizations and agencies — even by navy ships and the San Diego Padres baseball team. This partnership requires careful orchestra-

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tion, but it is very flexible, creating opportunities for a diversity of human interchanges and acitivities that benefit both partners in many ways.

- *Community Schools.* This process re-establishes the school as the focal point of a community's identity and activity. The partnership brings diverse community people and interests into the schools to direct educational priorities, tap volunteer energies and expertise, share school and community facilities, and discover creative ways to meet mutual needs by combining resources.
- *Teacher Internships in Industry.* Teachers work as interns with industries for varying times in summer, learning firsthand about the actual skills and job requirements in the areas that they teach. For example, journalism teachers work with newspapers, science teachers with computer companies, and business teachers with banks. The private partners gain capable and intelligent employees, and teachers return to classrooms with the experience and understanding to best prepare their students for the world of work.
- *Career Guidance.* Private sector people serve as mentors, role models, tutors, and counselors for students in these programs. "Career Passport" is a computerized student employability profile program designed by businesses to produce a student's complete resume. Tied to career counseling, job attitudes, and interviewing skills development, the program serves all the students of a participating high school.
- *Learning Kits.* The Industry Education Council, with assistance from the California Bankers Association, the California Restaurant Association, and other business groups, has developed learning kits which are donated to schools by local banks, restaurants, and other businesses. In using the kits, students perform reading, writing, math, and career exercises that are modeled upon the careers and operations of the sponsoring business partner.

As do the other state Community Education Centers and Industry Education Councils, the Northern Center provides resources and technical assistance, acting as a clearinghouse for the dissemination of these and many other partnership processes and programs. In the near future, interested county offices, school districts, and their boards of education will be able to obtain a catalog of the processes and products of career and community education that are available from the statewide networks of Community Education, the Industry Education Council, and the Centers for Educational Improvement.

A Board's Role

Boards of Education play central roles in the kind and quality of education provided in their counties and communities. Challenged by President Ronald Reagan, State Superintendent of Schools Bill Honig, and the California Roundtable to more actively involve the private sector in public education, creative and farseeing boards are forming partnerships or seeking ways to do so. Many boards will be searching for the processes, programs, and networks available through such organizations as the Industry Education Council and the School-Based Community Education Program. Often they will find them to be close-by and willing partners who will aid them in their efforts. ■

Available Soon!

Catalog of Partnerships

Improving Student Performance in California: A Catalog of Business and Community Programs in Support of Local Education, **a reference guide developed by the California Roundtable, will be available after December 1, 1983.**

The catalog contains abstracts of programs received in response to a survey of more than 2000 businesses, 200 education-related nonprofit organizations and all county school superintendents in California. The catalog provides a broad range of model programs designed to help business, education and community groups establish or expand partnerships in support of local education.

The California Roundtable, an organization of 88 leading corporations in the state, developed the catalog as part of a major action plan adopted by the group one year ago, calling for the business community groups to improve student performance in the state.

For further information, please contact The California Roundtable, P.O. Box 7643, San Francisco, CA 94119-7643, (415)974-5721. ■

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Chevron and the Schools

Three Projects

TERI B. BUCHANAN
Senior Public Affairs Representative
Research and Publicity

In the 1920s, school children gathered around classroom radios to hear symphony concerts carried live on the Chevron School Broadcast. Since then, the Company's commitment to education has been a constant thread in its overall contributions program. In fact, about 40% of its total contributions budget has historically been devoted to education.

Gifts have run the gamut: underwriting science and engineering professors' salaries, offering Chevron scholarships to promising college students, donating equipment for automobile mechanics classes.

In addition to direct funding, Chevron has involved itself in projects like the industrial skills training program of Gompers High School in Richmond. Maintenance mechanics students there alternate classroom training in welding, steam fitting, blueprint reading and other skills with training assignments at Chevron's nearby refinery. Successful graduates may enter the refinery apprentice programs of their choice.

Further, a Matching Gifts Program enables employees and retirees to support the accredited colleges of their choice and have gifts matched — two for one — by Chevron. And, finally, the Chevron School Broadcast has changed with the times: live radio broadcasts have given way to a sophisticated distribution system for tapes, records and teaching aids focused on American history, art and music.

Over the years, however, this abundance of support (over $7 million in 1983) was directed principally to private institutions. As the state's largest taxpayer, so the rationale went, Chevron was already a substantial contributor to the public schools; therefore, voluntary contributions should be directed toward private schools, particularly higher education.

But within the last few years, as concern mounted over the state of California's once-proud school system, Chevron's stance has shifted dramatically. And, working closely with Superintendent of Public Instruction Bill Honig — an outspoken advocate of public/private partnerships — Chevron has moved decisively, and in varied ways, to aid California's public educational institutions.

The Company's initial three forays, which are described in this article, include

- The innovative California Educational Initiatives Fund, begun by BankAmerica Foundation in 1979 and joined by Chevron after a three-year pilot convinced BofA of CEIF's long-term viability. (See companion article on pages 18-19.)
- A community college project to computerize information needed by its counselors.
- A teacher retraining program developed by the University of Santa Clara.

California Educational Initiatives Fund (CEIF)

The 1983 CEIF awards were announced in early February at a luncheon whose keynote speaker was Bill Honig. "I am pleased," said Honig, "that CEIF is working to provide excellent and innovative programs in the public schools. I fully support and encourage this partnership between private industry and the public schools." He was circled by reporters seeking the answer to one fundamental question: Did Honig really think industry would voluntarily take an active role in his mission to bootstrap the public schools back to excellence? His answer was an unhesitating "Yes."

No one segment of society can shoulder the entire burden. But in the months since that luncheon, which saw nearly $590,000 distributed to 67 qualifying projects, Chevron and BankAmerica Foundation have been actively justifying Honig's faith in

industry's willingness to play a part. Chevron's annual contribution has been increased from this year's $100,000 to $250,000 -- an amount matched by BofA. And they've been recruiting additional CEIF funders. Joining them in next year's funding cycle will be the Wells Fargo and First Interstate banks, and two other large corporations are seriously considering the proposal. The aim of the group is to establish a $1 million-per-year program backed by 10 companies contributing $100,000 each.

With the exception of broadening the support base, the CEIF program will go forward unchanged. The pattern for last year's funding cycle is described below.

A letter announcing the program was sent to each of the State's school districts with application forms for use in proposing projects. While creative ideas for improving education in all areas were considered, from the onset CEIF had a particular interest in projects which directly benefit students and broaden support for public education.

Applications had to be postmarked by November 8, 1982. The applications were screened twice before being sent for review to the Selection Committee, which was an impartial statewide panel comprised of these seven reviewers:

Dr. Lewis Beall, Superintendent, Azusa Unified School District

Mrs. Joy Drinker, Former Member, California State Board of Education

Dr. Rudy Gatti, Superintendent, Santa Clara Unified School District

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CEIF

A Collaborative Approach

CAROLINE O. BOITANO
Program Officer
BankAmerica Foundation

The California Educational Initiatives Fund is a separate fund which seeks corporate support of public schools in California. The establishment of CEIF reflects more than just a current interest in education: It reflects and understanding on the part of business of the important role that public education plays in maintaining a strong society.

Public education in America is unique. It has evolved from our early colonial history as a system of schools which are publicly funded and locally governed. We have looked to it as the conveyor of knowledge and societal values and have recognized that our success as a country has hinged on the success of a strong public school system.

In 1979, when tax reforms in California removed the traditional base of funding for school districts, BankAmerica Foundation recognized that it had a responsibility to respond to the increasing fiscal need of public schools. The difficult part was to identify a response that was fair, acceptable to the schools, and which would encourage broad support for public education from all sectors.

With the help of a committee of school superintendents and the state Superintendent of Public Instruction, a competitive grants program for funding educational initiatives was developed. BankAmerica Foundation committed $1 million a year for three years as a pilot program, always hoping to broaden support to include other corporations. We found that support in 1982 when Chevron decided to join the effort. Together BankAmerica Foundation and Chevron established the California Educatioal Initiatives Fund (CEIF). Today there are four corporate supporters with Wells Fargo Foundation and First Interstate Bank of California Foundation now also "on board."

The major thrust of the program remains the same — an open competition for funds so schools can try something new. Last year $588,000 was awarded to 67 projects. The grants ranged in size from $1500 to $51,000. The winners were classroom projects, schoolwide programs, district-wide projects and several multi-district projects.

We don't expect everyone to begin with a new concept. Several districts won grants to adopt already existing programs. Others have built from the ground up. One of the original winners in the pilot program was a project entitled "Books and Beyond." This project is a reading incentive program that also asks parents and children to be more critical about

Dr. Thomas Giugni, Superintendent, Sacramento City Schools
Dr. Harry Handler, Superintendent, Los Angeles Unified School District
Mrs. Evelyn Kipp, Superintendent, Newark Unified School District
Dr. Harry Reynolds, Superintendent, Fullerton Union High School District

Each proposal was read by two reviewers and given a number score. The scores for each reviewer were adjusted by the use of a "Z" score, which converts each set of scores to the same mean and standard deviation. The conversion was done to lessen the chance that a proposal read by two "easy graders" had a better opportunity to win than one read by two "hard graders." The entire selection committee then reviewed all of the high-scoring proposals together, and consensus was reached on the winners.

In 1982, 587 proposals were received and of those, 409 were reviewed by the Selection Committee. The 67 grants awarded impacted 72 school districts. Projects selected dealt with

- Improving basic skills — particularly in language arts, mathematics, science and computer literacy.
- Promoting effective schools — characterized by a high proportion of active learning time, high expectations of student performance, strong instructional leadership, and an emphasis on both academics and reasonable student behavior.

Innovative programs that already had proven success

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the time and quality of television viewing. In last year's competition several districts won grants to adopt this program from the State Department of Education's exemplary programs.

Other examples of winning grants are as follows:

- A very small elementary school in an isolated logging community found it difficult to communicate with parents and the community as a whole. Fewer than 10 percent of the households received a newspaper, and nearly a third didn't have a telephone. This school won $1540 to publish a monthly newsletter which students helped prepare.
- Teenagers living in county institutions often have some exceptional educational needs, yet are served by schools that typically have fewer resources than the average public high school. To supplement students' regular academic schedules, a pilot program of computer-assisted instruction, focusing on basic math, language, and computer skills was established through a $10,000 grant to a county office of education.
- Science is a subject for which teachers most need instructional support. To meet that need, and to take advantage of a large and distinguished scientific community, a consortium of five districts received $51,000 to plan and prepare a 13-week series of daily cablecast science presentations for students from kindergarten through high school.

CEIF funders assist with the determination of focus areas for each year and set policy for the administration of the program. The proposals are read and judged by a committee of school superintendents who agree to serve as members of the Selection Committee (see Buchanan article). The knowledge and expertise they bring ensure clear and unbiased judgment in the selection of winners.

CEIF is a unique approach to funding. Each sponsor corporation participates because it believes in a strong public school system. By contributing to CEIF, each loses a little of its identity so that together we can offer schools in California a chance at some "initiative funding." We hope that more companies will see CEIF as a way to support the good work being done in schools in California. These grants are not large but they offer an opportunity for new ideas to blossom.

Wells Fargo Foundation, First Interstate Bank of California Foundation, Chevron U.S.A. and BankAmerica Foundation are all concerned that each child in California have the opportunity for the best public education possible. The 1043 school districts that we call public education in California are important to each of us as corporate supporters. We understand that for our economy to remain healthy, for our work force to be productive, and for the benefit of our own "bottom lines" we need to make our concern the concern of all of the corporate community. ■

cessful were eligible for consideration along with first-time projects.

The 1983 grants gave $400,500 to basic academic skills programs; $122,000 for worthy existing programs; and $66,000 for programs promoting more effective schools. Southern California school districts received $417,000 and Northern California school districts $172,000. Some 25 percent of all the awards went to school districts with less than 2500 students. The largest grant, close to $51,500, went to a group of five Orange County school districts which jointly proposed a science-related program to provide a 13-week daily schedule of cablecasted science presentations for grades kindergarten through 12. The funds also paid for the development of a curriculum handbook for each grade level. The smallest grant, $1500, was awarded to the Ione Unified School District in Amador County to develop a math and critical thinking skills program.

Letters describing the 1984 funding cycle were mailed August 1. Application deadline was October 10.

Community College Support

On a much smaller scale — but just as representative — Diablo Valley College's innovative approach to coordinating community college students' course selections with their future educational objectives has brought Chevron to the aid of yet another new recipient.

Dr. Jim Stubblefield requested a $5000 seed grant to purchase and install the microcomputers which are the heart of his project. His goal is to furnish counselors the up-to-date information they need to do an effective job of helping students decide which courses to take.

In California, over 50% of the juniors at four-year institutions began their college educations in community colleges. Many are unable to transfer on time because they have not completed the proper courses. Community college counselors must typically rely on catalogs for information on requirements toward a major at a four-year university. The information changes rapidly, and referring to catalogs is a cumbersome task. Putting this data base on desk-top computers — accessible to both counselors and students — should enable better planning and avoid the extra semester some students find they have to spend picking up courses required by the institutions to which they plan to transfer.

Dr. Stubblefield has another agenda: Since the problem is so common, he hopes to encourage counselors at other colleges to develop their own systems by disseminating his process along with reports on its effectiveness. Conceivably, high school counselors might benefit from his experience as well.

Teacher "Retraining"

One final example, a program by the University of Santa Clara to retrain public school teachers in science and mathematics, recently captured almost $300,000 in funding over four years.

Chevron had become very concerned over the critical shortage of well-trained mathematics and science teachers in junior and senior high schools. School districts were losing math and science teachers to better paying jobs. Veteran teachers of other subjects were often assigned to instruct science and math classes. The result had been a decline in students' scores.

Approached by Chevron to develop a solution, the University of Santa Clara will address this critical problem through three consecutive Inservice Mathematics and Science Training Programs. They will carefully recruit and retrain a total of 105 veteran teachers to teach mathematics, physics, chemistry, biology or general science in 85 school districts in Alameda, Santa Clara, San Mateo, and Santa Cruz Counties. Each full cycle of the Training Program will last 18 months and train 35 teachers.

The total cost for the four-year program will be approximately $274,000 for salaries, stipends, administrative and instructional costs. Chevron will underwrite it fully.

The first Program will begin in January 1984, with a five-month selection process in which candidates will be identified and recruited. In order to find the best candidates, the University will work closely with school district superintendents, curriculum consultants and principals. Those selected will attend a four-week seminar session with follow-up training one day a month for 12 months.

The University of Santa Clara is in an excellent position to offer this training. It has administered several in-service programs in the recent past which have successfully trained thousands of local teachers, principals and school personnel in other educational disciplines. In addition, the university has an excellent faculty with expertise in the areas of teacher education. ■

Security Pacific Bank

A Corporate Resource

GAYLE JASSO
Vice President, Community Affairs
Security Pacific National Bank

One thing is certain. Education has everyone's attention. The recent studies of several commissions on education have been read, digested and publicized. While each report has had its unique perspective and concerns about the national crisis in education, there is at least one common thread uniting this national scrutiny of America's educational system: Business and industry must become involved in the process of educating the nation's students.

Because of the national employment crisis, business and industry should be ready to become involved with schools. Business managers know that America can no longer compete in the international marketplace with the current skill level of its work force. Education must change, and business must help.

The Right Time, But No Time

But a paradox exists. The time is right to encourage business to form partnerships with education, but, ironically, there is not enough school time to make ideal involvement possible.

To try to improve basic skills, school districts throughout the country are increasing the number of required courses. However, in changing graduation requirements, districts are making the involvement of business and industry more difficult. More English, math and science means less time for students to take electives like business and vocational education classes. Just when and how can education use the resources of business and industry when electives, the most logical connection, are shrinking?

A Recommendation

For over a dozen years, Security Pacific Bank has been a resource to schools. The bank's involvement in California education is extensive. Each year, 55 percent of the bank's 625 offices trains over 4,700 students from 200 California school districts. The bank operates over a dozen community education programs including Adopt a School, Junior Achievement, and the largest training program called Project STEP. Students from the bank's programs are better prepared for life after school, not only at the bank but also at other financial institutions and businesses.

Based upon its experience, Security Pacific has a recommendation for solving at least the part of the time paradox which involves job skills training. Why not utilize an existing statewide resource? It has helped the bank successfully accomplish one of its major community affairs goals. It can help schools capitalize on the numerous resources found in business and industry. It can help students graduate with salable job skills in addition to improved basic skills. It can even help school boards provide more job skills training despite cuts in budgets and electives.

What is this miracle worker? It's California's Regional Occupational Programs (ROP). For over 12 years, ROPs have worked in partnership with Security Pacific Bank to provide entry-level job skills training in banking and business occupations.

An Example — Project Step

Project STEP, the bank's Skills Training Educational Program, is an excellent example of a program which meets the needs of everyone involved. STEP consists of 112 job skills classes which train over 2000 high school and adult students each year. STEP's instant and continued success is due to four key ingredients:

- Flexibility
- Maximum use of school and bank resources

- Shared responsibility
- Mutual commitment

In the early 70s, Security Pacific established education as a priority for its community involvement efforts. The bank was looking for a way to train more students than it was already training with ROP during normal working hours through its statewide network of banking offices.

Because of ROP, Security Pacific did not have to create an entirely new program. To provide training opportunities to more students through Project Step, traditional daytime ROP procedures were simply modified to enable the bank to become more involved during evenings and on Saturdays.

This is how the Project STEP/ROP works:

1. Project STEP is conducted in conjunction with 13 California Regional Occupational Programs (ROP) which serve 91 school districts.
2. The bank and the ROP decide which entry-level job skills classes to offer based upon the ROP's study of the local job market and banking's employment needs.
3. For each class the bank provides a classroom at no cost to the schools. Classrooms consist of either a bank training room, an actual work area in a department, or a community room in a banking office.
4. Most classes are taught after normal working hours on Saturdays or two nights a week.
5. The bank provides all training materials and use of bank equipment, i.e., proof machines, data entry terminals, or word processing equipment, at no cost to schools.
6. The bank provides a full-time employee as the teacher of each class. Project STEP teachers must meet all requirements for a California Designated Subjects Teaching Credential (a high school diploma plus five full-time years of experience in the subject area or three with a degree in a related field).
7. Because licensed district employees must be present during instruction, the ROP hires the bank's teachers and pays them the standard teacher rate for six to seven hours a week. The ROP earns state Average Daily Attendance (ADA) funds for each student enrolled in the class. These funds more than compensate the ROP for its only expense — the teachers' salaries.
8. Each school district served by the ROP advertises all classes and recruits students for the classes.
9. In most cases, students "apply" for enrollment in the class. On the first day of class students are interviewed and are given standard bank numerical and clerical employment tests. Students enroll in a class based on a combination of test scores, the interview, and their desire to get jobs using the skills after graduation. Those students who are not enrolled are encouraged to go back to their school's counselor and find a class more suitable to their interests, aptitudes and skills.
10. Class lengths range from 90 hours (proof operator, bank reconciling, teller, data entry) to 180 hours (word processing).
11. The bank's teachers recommend the best students for employment with the bank. These students are called for interviews and, if there are openings, qualified students are offered jobs. Students who are not recommended can intervew at the bank in the routine manner; many of these students are also hired.
12. All students who complete Project STEP classes receive school credit and a letter of completion from the bank describing in detail the training they have received. Students can take these letters to employment departments in any company they wish.
13. The bank provides training and recognition for the Project STEP teachers.

"Business managers know that America can no longer compete in the international marketplace with the current skill level of its work force."

The approach is simple and direct. Through this cooperative effort, everyone involved wins. Students learn the skills and acquire the self-confidence and attitudes they need for employment. The schools have access to the bank's training materials, equipment, facilities and supplies at no cost to the

districts, and the bank hires about 16 percent of the graduates. It's a winning combination that works!

For Educators — SCEEP

Security Pacific's commitment to education also includes a program for educators. In 1976, the bank began its Summer Career and Economic Education Program for Educators (SCEEP). The bank believes that one of the best ways to help schools is to provide opportunities for administrators, counselors and teachers to spend time in the business world.

Educators learn that a large bank is also a large corporation with an organizational structure and job titles similar to other large service businesses. Offered the third or fourth week in June, the five-full-day agenda includes exploring a banking office, seeing an investment department, and learning about economics, marketing, personnel, public relations, credit, investments, international banking, futures research, and even the bank's Ready-Teller machines.

SCEEP is offered free to the first 20 educators who request the opportunity. The bank validates parking and provides lunch each day. Academic credit is available through California State University at Los Angeles

How To Begin

Programs such as Project STEP and SCEEP started as ideas. STEP began when a ROP coordinator thought of the bank as a resource. He asked to use a bank training room for a classroom and a bank employee as a teacher.

What made this request possible?

- Using the bank's resources on Saturday, when they were not being used by the bank — *Flexibility*!
- Through ROP, schools are able to use the bank's facilities, equipment and resources instead of trying to duplicate them — *Maximum use of resources*!
- Both ROP and bank staff coordinate the Project STEP partnership — *Shared responsibility*!
- And both the bank and ROPs know that what they are doing together is important for school districts, students, as well as business and industry — *Mutual commitment*!

The ultimate goal is to achieve a true partnership between schools and companies. A partnership is possible if there are feelings of mutual trust and respect, if there is genuine concern for the welfare of the students, if there is efficient and effective use of both school and company resources, and if the program solves mutual problems such as the need for improved skills.

Schools and businesses must join forces now. By solving the education and employment crises, America can once again compete in the international marketplace with a well educated and skilled work force.

Los Angeles Chamber Fosters Partnerships

Goal Is To Improve Quality of Life

GERALD FOSTER
Pacific Telephone Vice President, Los Angeles
Chair, LA Chamber of Commerce Education Committee

Newspapers, magazines, radio and television have all focused the media spotlight on virtually every aspect of public education. This current widespread coverage is long overdue and serves to underline the need for increased public understanding, involvement and action.

In Los Angeles, the business community has joined with educators to forge a meaningful partnership. Our local and ongoing relationship, which began almost three years ago, is focused primarily on K-12 schools in the Los Angeles Unified School District and members of the Los Angeles Area Chamber of Commerce Education Committee.

Mutual Respect

Forming such a partnership requires some basic ground rules. Both business and education must respect the other's special areas of expertise and recognize that each partner brings unique assets. Secondly, both must agree that the partnership will continue and that mutually developed goals will remain clearly in sight. In essence, each partner makes a commitment to achieving these goals.

Implementing these guidelines is not an easy task. Here in Los Angeles, Chamber members and educators spent almost a year simply gaining an understanding of the other's position.

Among the first steps taken was a survey of 172 local companies conducted by the Higher Education Research Institute at UCLA. The results of the study helped direct our focus:

> . . . most employers do not regard the schools as the chief suppliers of skilled workers. Nor do they prefer, or pay higher salaries to, employees with vocational rather than academic backgrounds. Instead, they look to the schools to develop proper work habits and attitudes, frequently preferring to develop job skills informally through on-the-job training.

Using this perspective, we reviewed our existing programs and traditional solutions. It was apparent that efforts should not be centered totally around vocational skills, but rather on instilling positive student attitudes and developing the type of self-discipline that promotes good work habits.

Priority Issues

Values education, therefore, ranks solidly among the priority issues being addressed jointly by the Chamber and the Los Angeles USD. Values education is supported locally through In-School Scouting. A college sophomore serves as leader and role model for elementary students. More than 25 schools and 7,000 youngsters are involved in this activity. Here, the goal is to reach boys and girls who would not normally have an opportunity to participate in Scouting. Many of them are from single parent homes and live in the inner city.

Another priority addresses excellence in school management. Several years ago, the LAUSD school board approved establishing a program to satisfy the training and developmental needs of management personnel. Business has accepted the challenge of enhancing this program to make it an even more viable management training enterprise.

Another example of school management assistance is the loan of an executive from Atlantic Richfield Company who will serve as the LAUSD

"We want to support education in whatever way we can."

GEORGE R.BOGGS
Associate Dean of Instruction
Butte College

Skills which must be acquired for vocational preparation clearly lie outside the definition of general education as "common learning experiences." However, before we pass over this area too quickly, we should note that the most consistent research findings reveal that the amount of knowledge one acquires in the specific content area is generally *un*related to even marginally acceptable performance in an occupation. These startling findings lead us to ask, "What abilities and traits are viewed as important by industry?"

Representatives from the world of work consistently tell us that the development of specific cognitive skills is only part of a holistic education. In fact, employers rate entry-level job skills below *ten* other traits as a predictor of job success:

1. Be honest and dependable.
2. Be reliable and punctual.
3. Get along well with people.
4. Cooperate with supervisors.
5. Accept and handle responsibility.
6. Be willing to undergo further job skill training.
7. Think of self as worthy person.
8. Communicate orally and listen effectively.
9. Work with minimum supervision.
10. Solve personal and professional problems.
11. Possess entry-level job skills/knowledge.
12. Read with understanding.
13. Understand required mathematics.

One could reasonably expect vocational or occupational education to prepare a student for the eleventh priority. Perhaps we should look to general education to help develop the other twelve traits and abilities. Nothing intrinsic to general education requires it to be impractical. In fact, Levine (1978) contends that general education might be the best economic value in the long run. Those positive affective behaviors that predict career and life success can and should be developed throughout the curricula. ■

Assistant Superintendent of Personnel.

Cost efficiency is a corollary administrative aspect explored through the business/education partnership. Representatives from leading business firms worked closely with school administrators in examining practices and procedures related to school employee health benefits, building security, transportation and building maintenance and construction. For LAUSD, results have included a self-insurance program which should provide substantial savings, as well as development of a software computer program for scheduling school vehicles.

Now in the initial stages is a research design to explore a third priority — teacher quality and availability. This project is being spearheaded by Dr. Glenn Dumke from the Chamber and UCLA Assistant Dean Al Osborne. Its ultimate goal is to formulate workable solutions for employing top caliber teachers in the metropolitan school environment.

Junior Achievement

One partnership effort that has achieved significant impact is introduction of economic education instruction in the classroom through the In-School Junior Achievement programs. Most of us are familiar with the Junior Achievement "businesses" operated by high school students in the evenings. The in-school effort brings these high school participants to the elementary classroom to share their experiences and serve as role models.

On the junior high level, Junior Achievement's "Project Business" is taught within a framework of an existing required class. Volunteers from business present a curriculum designed to make economics interesting and relevent to this age group. Lesson plans incorporate a lively variety of discussion, economic simulations, role playing and career exploration activities that make business come alive for students.

Already, In-School Junior Achievement has been taught in more than 460 Los Angeles County elementary, junior and senior high school classes and has touched some 14,000 students.

A new project which unified the benefits of education and job training has been launched through a partnership composed of business, union and education representatives who serve on the Los Angeles Business Labor Council. The model program, now in progress, will aid 50 LAUSD high

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school students in the transition to the work force. Participants spend half a day in the classroom studying academic subjects and the other half of the day on a job to learn specific skills and develop positive work habits. If warranted, this program will be expanded.

Recognition Programs

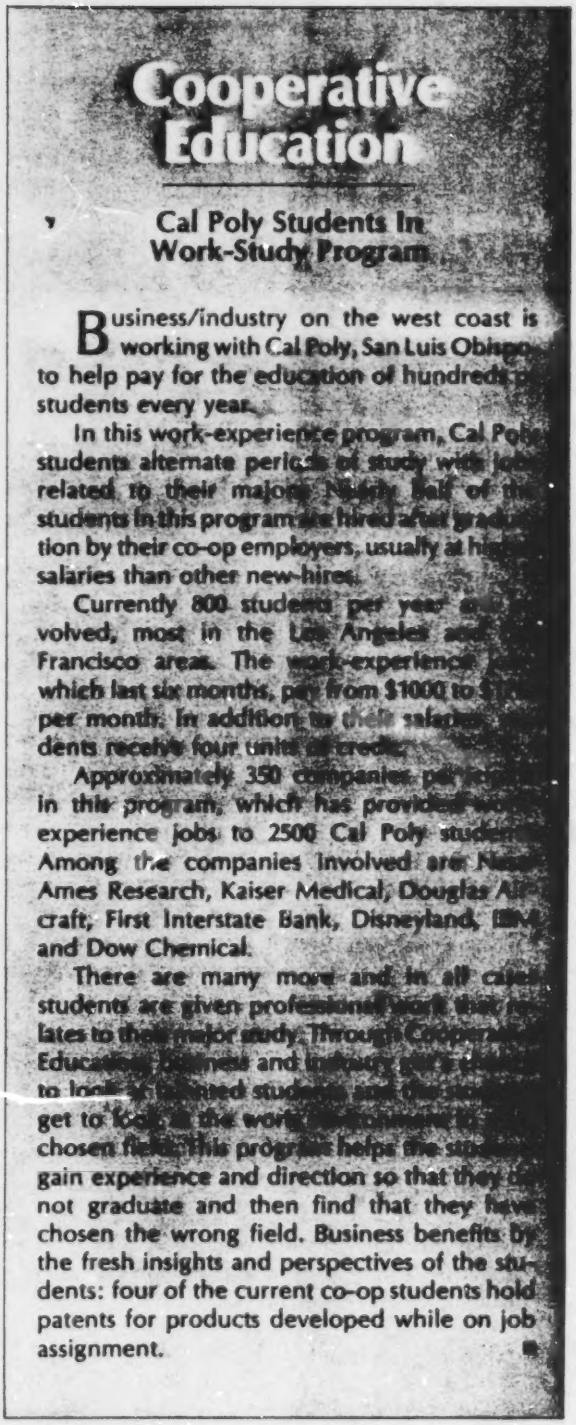
Since the public image of education plays such a crucial role in determining public support of education, the Chamber/LAUSD partners felt a need to spotlight positive achievements. One such program was a principal recognition ceremony; another was an expanded Adopt-A-School program.

All our educational management studies indicate that the principal's performance is the key to successful school operation. While business people may lack the necessary expertise to measure teacher performance, we can certainly evaluate effective management. Recently, 51 LAUSD principals were nominated for their excellence as managers and administrators, and six of them received $1500 cash awards for use in supplementing programs at their schools. The presentation ceremony drew hundreds of attendees and generated highly favorable media coverage.

The Adopt-A-School program reflects another approach which has resulted in positive results. Business representatives of some 200 companies are working with 225 different schools to supplement resources in a number of innovative areas selected by both partners. Efforts are geared to specific school needs and there is considerable one-to-one interaction between business people, educators and students.

Obviously, the activities described above are not needed in all schools. The business-education partnership we have formed seeks to provide a cafeteria-style set of support programs to aid in meeting unique needs of different schools. A principal of a school having 80 percent single-parent families might require In-School Scouting. We can make that available. Another principal may determine that Junior Achievement would prove beneficial. We can arrange it. We want to support education in whatever ways we can; such an approach might entail business taking the initiative to generate revenues to fund worthwhile programs.

The common objective for all these new partnership avenues is to improve the quality of life in Los Angeles. ■



Cooperative Education

Cal Poly Students In Work-Study Program

Business/industry on the west coast is working with Cal Poly, San Luis Obispo to help pay for the education of hundreds students every year.

In this work-experience program, Cal Poly students alternate periods of study with jobs related to their majors. Nearly half of the students in this program are hired after graduation by their co-op employers, usually at higher salaries than other new-hires.

Currently 800 students per year are involved, most in the Los Angeles and San Francisco areas. The work-experience jobs, which last six months, pay from $1000 to $1200 per month. In addition to their salaries, students receive four units of credit.

Approximately 350 companies participate in this program, which has provided work-experience jobs to 2500 Cal Poly students. Among the companies involved are NASA-Ames Research, Kaiser Medical, Douglas Aircraft, First Interstate Bank, Disneyland, IBM and Dow Chemical.

There are many more and in all cases students are given professional work that relates to their major study. Through Cooperative Education, business and industry have the opportunity to look at talented students and they get to look at the work environment of their chosen field. This program helps the student gain experience and direction so that they do not graduate and then find that they have chosen the wrong field. Business benefits by the fresh insights and perspectives of the students: four of the current co-op students hold patents for products developed while on job assignment. ■

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ICT

Industry Support For High Tech Curriculum

KENNETH BUTLER
ICT Industry Director

Created as a partnership between business and education, the Institute of Computer Technology (ICT) is an educational institution dedicated to providing students, teachers, and community members with opportunities for career development in an increasingly technological society.

The Institute's objectives are as follows:

- To provide computer technology courses.
- To provide a framework for the growth of computer education.
- To serve as an innovator in education.
- To foster cooperation between industry and education.

Interdistrict Agreement

ICT was organized under a joint powers agreement by the Fremont Union High School District, Los Gatos Joint Union High School District, and the Sunnyvale School District. In September of 1982, the State Legislature passed AB 3266 making ICT a public school.

During 1982 ICT staff members consulted with electronics manufacturers and computer users: AMD, Inc., Amdahl, Apple, Applied Technology, Fairchild, Four Phase, GE, GTE/Sylvania, Hewlett-Packard, IBM, Lockheed, Pacific Telephone, and Westinghouse, as well as the Santa Clara County Manufacturing Group and Industry-Education Council.

Planning and feasibility studies were conducted in cooperation with organizations such as Consulting Exchange, SRI International, and American Institutes for Research.

High Technology Curriculum

The courses offered at ICT will be in computer sciences, electronics, and other areas related to the demands of a high-technology future. ICT will provide innovative programs to K-12 students and to adult members of the community. Course offerings have been selected on the basis of meeting specific student and private industry needs. (See box, below.)

State/Industry Support

ICT is partially funded by the State based upon the number of student attendance hours. Eligible

Courses

Using Computers
Introduction to LOGO and BASIC
Projects in LOGO
Intermediate and Advanced BASIC

Comparison of Programming Languages
Structured Programming with Pascal (AP)
Programming: Pascal, FORTRAN and COBOL
Computer Architecture and Assembly Language

Computerized Accounting
VISICALC
Word Processing I and II
Data Entry Occupations

Data Base Concepts
Data Communication
Data Structures
Computer Architecture
Operating System Concepts
File (Computer) Organization
Simulation and Modeling

Technical Writing
Computer Law
Problem Solving Techniques
Problem Solving, Microcomputer
Programming Methodology
Graphics Programming

Electronics I and II
Micro Processor Fundamentals
Digital Circuitry
Instrumentation
Microcomputer Maintenance

students include those enrolled in kindergarten through twelfth grade as well as adults. ICT earns approximately $4.00 from the State for each hour a student attends classes; for each student who attends a one-hour class for an entire school year, ICT receives $700.

While the State funding is helpful, it is not sufficient to support the total costs of operating ICT. Additional funding is continually sought from the community, foundations, high-tech industries, commercial firms and federal agencies.

Many leading companies are already involved in supporting ICT and helping to develop its programs. Among these are IBM, Hewlett Packard, Applied Technology, Apple Computer, Amdek, Monroe, Four-Phase, Southeastern Data, Lockheed, and Pacific Valley Bank. They have contributed in various ways:

- Public statements of support and endorsement.
- Assignment of personnel to ICT activities such as the governing board, curriculum planning task forces and operating staff.
- Donations of equipment, materials, and supplies.
- Contributions of funds for operations, including stipends for industry trainers and educators to develop curriculum and courses.
- Making available technical training programs for adaptation to ICT use.
- Providing in-house instructional space for ICT classes, staff development programs and work-study programs.
- Developing inservice training to make educators aware of and skillful with instructional uses of computers.

To remain vital, ICT needs to carefully plan its future curriculum and technology growth. The direction for this growth should be based on the needs of local industry and the interests of students and the school system supporting ICT. The validity of ICT's plan can be "monitored" by the quality of the courses offered; industry can determine success by the quality of the graduates produced.

If the program is valid, both students and industry will benefit. Students will gain relevant career skills and hands-on experience in high technology fields with high employment potential, and industry will gain a stable, highly-trained professional and technical workforce. ■

Writer's Guidelines For

california school boards

Audience: California's school board members and superintendents in K-12 public school districts.

Style: Active v
Direc ncise language
Live ach
Int esting, relevant story or original viewpoint

Length: From one to eight *double-spaced* typewritten pages.

Photographs: Yes. Not of author or of meetings. Prefer candid shots of one to four students, with or without teachers, participating in activity. Black & white glossy prints, at least 4x5 inch size.

Pay: Three complimentary copies of journal issue in which article is published.

Frequency: Eight issues per year, four combined. Contact Editor for schedule.

Topics: Five to six issues are one-theme on selected topics. Others are "potpourri" issues.

Contact Editor for further information
916 23rd Street, Sacramento, California 95816
(916)443-4691

Clovis Schools Help Business

Employers Benefit From Computer Ed Program

RICHARD SMITH
Project Director
Clovis California Worksite Education and Training Project
Clovis Unified School District

In a program in which the traditional roles are reversed, Clovis Unified School District is helping businesses learn how to use their computers.

If we are to believe computer advertisements on TV and radio, then computers are easy to learn, handle all of life's problems and allow us to kick our feet up on our desks. Unfortunately, advertisements are rooted in utopia.

There are literally hundreds of businesses trying to understand and use their computers. A great many are becoming disillusioned by the fact that it takes a great deal of time and effort to learn how to make a computer do the work it is expected to do. When frustration is finally reached, there is usually no one to turn to for help.

Last year Clovis developed a business-oriented computer-education program for adult and high school students which concentrates on data and word processing and financial record keeping. As word began to spread of a curriculum which concentrated entirely on data management, word processing and financial record keeping, many local businesses began to call inquiring if their employees could enroll in classes.

It became apparent that there was a need for courses to teach computer business applications to businesses which were struggling with their computers. The problem was that funds were not available for purchasing the necessary equipment and supplies to provide courses. The Clovis Adult and Vocational Education division directed a search for sources of funding to offer such a program.

In July of 1983 Clovis secured funds through a grant written to the California Worksite Education and Training Act (CWETA). This act, legislated in 1979, provides training which is aimed at upgrading employees' skills to meet the needs of an employer. CWETA requires that participating employers sponsor their employees into the training by agreeing to increase employee wages commensurate with the skills acquired.

Grant Goals

The training program under the CWETA grant provided for 100 hours of classroom instruction and 2000 hours of on-the-job training for all employees who participated. Eighty percent of the 100 hours of classroom training involved hands-on use of computers, disk-drives, printers, and software. To maximize the use of every hour of training, a one participant:one computer ratio was specified in the grant.

The additional 2000 hours of on the job training would be conducted on the sponsoring employer's business computer. The grant allows for the hiring of "roving" instructors who would work with each participant individually at the job site. This individual training would be from five to ten hours spread over two months. Individual instruction at the job site was deemed crucial to making the transfer of classroom instruction to practical on-the-job use of the computer.

The "roving" instructors also provide a service to the employer. Consultation time is allowed on each visit so that the instructor can answer any questions the employer might have about its computer system.

The benefits of this training can be appreciated

by both employees and employers. The employer gains an employee with the computer skills needed to effectively operate the company's computer. The employee benefits by receiving skills that enable a pay raise. Computer training and experience tends to also protect employees from lay offs as businesses move further into computerized management.

Great Demand

Once funding was in place, equipment purchased and curriculum developed, the project was announced to employers through newspaper articles, press conferences, and brochures mailed to all local businesses. The first day following the project announcement, over 275 calls were received. Applications for enrollment were received in the mail at a rate of 300 a day. The need and demand for training quickly surpassed expectations.

Over 1000 employers representing 2200 employees had applied by the application deadline. The original CWETA grant allowed for only 200 participants. Because of the demand, the program was modified to allow for an additional 400 participants. To compensate for the increased number, additional funds were obtained through the Department of Apprenticeship Standards (DAS). DAS participation allows Clovis Adult and Vocational Education to receive funds for employees entering the training program as apprentices.

What had begun as a plan for local schools to assist business in implementing computers had quickly become a partnership of business, labor, education, and government. The relationship between involved agencies, schools, employers, and employees are defined in the original grant written by Clovis Adult and Vocational Education. This has allowed for a clear set of guidelines and project direction. Bureaucratic red tape has been kept to a minimum.

Until last July the assumption was that education should learn computer use from business. The truth seems to be that both education and business need to work and learn together in a symbiotic relationship for the good of all. ■

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I certify that the statements made by me above are correct and complete. Jan Brown Parrott, Editor

Business Education Partnerships